

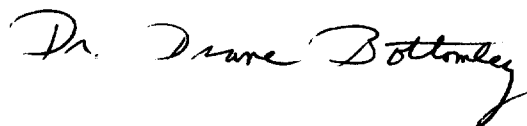
A Reflection on a Practicum and Volunteer Experience as a Student Teacher

An Honors Thesis (HONRS 499)

by

Tricia L. Stammen

Thesis Advisor  
Dr. Diane Bottomly

A handwritten signature in cursive script that reads "Dr. Diane Bottomly". The signature is written in dark ink and is positioned above the printed name of the thesis advisor.

Ball State University

Muncie, Indiana

December 2001

Graduation  
December 2001

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I would like to take this opportunity to thank the people who have helped me with this project. First, and foremost, Dr. Diane Bottomly, for taking on the responsibility of being my advisor. Her constant assistance and encouragement helped me to truly understand and fulfill my project. Secondly, I want to thank Mrs. Kathy Lind for teaching me what it means to be a teacher and for giving me the wonderful opportunity to work with her students. I also want to thank the students and parents of Mrs. Lind's fourth grade class. These fifteen children were such a blessing to me as they helped to pave my path into the teaching profession. I thank Joanne Edmonds for encouraging me to embark upon this topic. I thank my parents and Bill for being supportive and encouraging. And overall, I thank God for the encouragement to undertake and complete this project.

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### **Abstract**

I created a portfolio of my experiences at St. Mary Parochial School involving Mrs. Kathy Lind's fourth grade class. This portfolio is comprised of students' work, art projects, my reflections on teaching, lesson plans, pictures of the children, and is based upon the INTASC principles. (INTASC principles are the teacher's guidelines. They are the format for the professional characteristics of a teacher. There are ten INTASC principles, which include: Understands Content, Development, Difference, Manages and Motivates, Designs Instructional Strategies, Communicates, Plans and Integrates, Evaluates, Reflects on Practice, and Participates in the Professional Community.) With each artifact, I have included a write up on how I reached the INTASC principle. This portfolio describes, in full detail, my experiences with the children and how they helped me gain my competence of the INTASC principles. This project has helped me to reflect on a positive experience at St. Mary School.

# INTRODUCTION

As I was thinking of a topic to select for my thesis, I tried to conjure up anything I had done that had any significant meaning during my time at Ball State University. Although many ideas came into my head, I found one that proved most significant. This was the practicum and volunteer experience I had at St. Mary Catholic School in Muncie, Indiana. I taught fourth grade as a practicum in the Fall semester of 2000 and I continued with this class as a volunteer in the Spring of 2001. I grew very attached to the children and to Mrs. Lind, my supervising fourth grade teacher. I had a wonderful experience at the school. I learned so many things about teaching and about myself in general that I knew this was the topic I needed to select for my thesis.

I organized my thesis as a collection of lessons, photographs, and reflections, as you will note in the table of contents. Hopefully you, as the reader, will read to see my growth in the area of teaching, as shown in my reflections and in lessons I taught throughout the year.

The INTASC Principles are the driving force behind my thesis project. These ten items are standards that teachers follow in order to endure the best possible outcome for the children and during their teaching career.

During my time with the students at St. Mary, I tried to follow these ten principles so that my practicum and volunteer experience went as well as it could. As I reflected on the past year with the fourth graders, I realized I had met every single INTASC Principle in more ways than one.

In the following project, I will include many lessons and activities in which I taught the children many different topics and themes. After each lesson, I summarized

the INTASC principles that were most significant from that lesson. In some lessons, I may have met more than the principles I list and elaborate on, but these are the principles I felt were the most substantial during the particular lesson.

I hope you enjoy my thesis as the reflection on my experiences at St. Mary School in Muncie, Indiana. Thank you.

# **INTASC Principles**

## **1. Understands Content**

"The professional educator understands the central concepts, the tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students."

## **3. Understands Difference**

"The professional educator understands how students differ in their approaches to learning and creates instructional opportunities that adapt to diverse learners."

## **4. Manages and Motivates**

"The professional educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation."

## **5. Designs Instructional Strategies**

"The professional educator understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills."

## **6. Communicates**

"The professional educator uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom."

## **7. Plans and Integrates**

"The professional educator plans instruction based upon knowledge of subject matter, the community, and curriculum goals."

## **8. Evaluates**

"The professional educator understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner."

## **9. Reflects on Practice**

"The professional educator is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally."

## **10. Participates in the Professional Community**

"The professional educator fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being."

Meet the class







Keisey



Neri



Kathryn



Tyre



Lauren



Karenyn

Katie





Jordan

Emily





Kerily



Joe



Joe



Mary



Cece



Charlene

## Cecelia

Cece was the girl who would receive the "Eager for the day" award. She was always bright and cheery, no matter what kind of day it was. One trait she possessed that I particularly liked was she tried to include everyone in whatever she did. She was very helpful to everyone in the class, including the teachers. She tried to do her best in every aspect of her schooling and she always had a smile. She had difficulty in math, but persisted enough to understand the subject. She was a cheerful child with a smile that was contagious to the rest of the class.

## Charley

Charley was a great child to have in class. She was very artistic, which I tried to utilize in every art project we did. She was the trendy girl of the class. She set all the fashions for the class. Charley had some trouble with her home life during the time I taught. She was not as happy as she used to be in the beginning of the school year. She was a truly nice child and because of this, she was fun to have in the class.



## Emily

Emily was an asset to the class. One quality I found wonderful in her was her generosity. She was always willing to help out with a friend or with a teacher. She had a big heart and she was very eager to help others. She was also very humorous. She had trouble with all academics, but she still put in the effort until she understood. Emily was a delight to have in class.

## Joe

Joe was an easy-going child who was an enjoyment in class. He was fun loving and got along with all of the children in the class. He was a thinker. In fact, sometimes we would catch him day dreaming, but in actuality, he was thinking. He seemed to be very intellectual. However, his work did not always prove this to be true. He received poor grades because he was very slow in his work. Many times, we would have to cut his work in half so he would be able to finish it and not be lagging behind. But, in class he could give the brightest answers. He was extremely kind to all people and was very well liked because of his kindness.

## Jordan

Jordan was one of the most intelligent boys in the class. He was extremely intellectual and a deep thinker. Jordan was also very athletic. He was good in most sports played during recess time. He loved to read. He wasn't inhibited by the size of the book, either. He was one of the first children in the class to read HARRY POTTER. Jordan's main weakness was punctuality. He had late work many days. However, Jordan was a bright child and one could usually expect the correct answer when calling on him in class. Jordan was an enjoyment in class.

## Katelyn

Katelyn was a delight to have in my practicum. She was very polite and always willing to help. One thing I really enjoyed about her is the fact that she was a risk-taker. She would volunteer when no one else would even raise his or her hand. She was very humorous and added so much fun to the classroom. She was also very diligent in her work. She was very persistent in her work even if she did not understand completely. She had some trouble with math, but she never quit, and always involved the extra effort to understand. Katelyn was never timid and she was a great child to have in the class.

## Kathryn

Kathryn was the popular girl in the class. She was the child whom everyone admired and adored. She was very sweet and very straightforward. She was incredibly smart, which proved in her work. She was also a very happy child. She was very good dancer and an excellent athlete. She came from a very supportive family. Kathryn was such a positive role model for the class.

## Katie

Katie always had a smile on her face. She was a wonderful asset to the class. She was very bright and very intuitive. She was an avid reader and she was very inquisitive. Because of her tendency to read, she also had an extensive vocabulary. At times, she had a tendency to be irresponsible with her work. However, because she was extremely intelligent, her work proved otherwise. Katie was a great student to have in the class.

## Kelly

Kelly was the student that teachers want in their classroom. She was so eager to learn and help and do. She was very kind to every student and incredibly humble when she received compliment. She was incredibly intelligent and sometimes the work given was too easy for her. In order to adapt to her abilities, I would either assign her extra work to go along with the topic or allow her to help other children in the class. We would have to compensate and give work that was on a fifth grade level or even higher at times. She was eager to work on the computers and was very literate in the computer sense. Kelly was a delight to have in the classroom.

## Kelsey

Kelsey was one of the brightest children in the class. She was "Miss Personality" and knew how to show it. Although sometimes she could exclude some children, she was still well-liked by the class. She was excited about everything and led the class to excitement, too. She was very intelligent and very eager to learn. Kelsey inspired the whole class in any project. She was so animated in her actions. She was always energized for the day. Kelsey was a pleasure to have in this class.



## Lauren

Lauren was one of the kindest girls in the class. She always had a smile on her face. She added humor to the class when we needed it. She was a delightful child to have in the classroom. Her smile infected the whole class. She had some problems with her academics, but she was always willing to ask for help. It would take her longer to understand the content, but she tried incessantly. Lauren was one of the sweetest children in the class.

## Mary

Mary was the fun girl of the group. She was always willing to make the group have fun and she knew how to do so. She was eager to learn and do whatever was asked of her. She had some difficulties in math, but these difficulties were overcome with a positive attitude. She was very kind to her classmates and very well behaved overall. She was well mannered and respected others.

## Neil

Neil was a great child to work with in the classroom. He was very dedicated and added much excitement to the classroom. He was very enthusiastic about everything we did, even if it wasn't something he completely enjoyed. Neil would help to cheer the whole class and was the joke-maker of the class. Although he wasn't the class clown, he sure was a delight to have in class. Neil struggled in all academic areas, but this was something that wasn't shown by his attitude. He had a great attitude in class, which transferred to the other students.

## Tyler

Tyler was a great asset to the class. He added a sense of humor that made everyone smile. He was very helpful to the other students and to the teachers. You could usually count on Tyler to take the initiative to help out a teacher or a friend. He was able to light up the classroom with his sense of humor. He took an extra mile in art and did beyond what was asked. He was generous. Tyler had a tendency to be unproductive at times, especially when he didn't enjoy the subject. However, with the subjects he did like, his attitude quickly changed. Tyler was a fun child to have in the classroom.

## ZOE

I had the pleasure of being introduced to Zoe within the fall semester. She was a newcomer in October and adapted extremely well to the children. She is a very creative child with ideas for every project. She is very innovative and loved the artistic activities we did in the class. She is also very kind to all the children in the classroom and beyond. Sometimes, she was so quiet that you wouldn't know what to expect and because of this, she didn't participate as much as she could have. However, she was a delight in the classroom and wonderful to work with in my teaching.

**Tricia Stammen**

**Mrs. Lind**

**Fourth Grade**

**9/1/00**

**Math**

**Lesson 1.7: Millions**

*Learners will be able to write seven digit numbers in different forms. (expanded form, word name, standard form)*

*Standard 1 Number Sense*

*4.1.1: Read and write whole numbers up to 1,000,000*

*4.1.2: Identify and write whole numbers up to 1,000,000, given a place and value model.*

**PROCEDURE:**

\* Ask children to name the largest number they have ever heard of. Give an example of one: the largest number I have ever heard of was how many people live in the United States:

260 million

\* Have students name some large numbers they have seen (population, lottery, students, money)

\* Work through page 24. Have the students get in threes (at desks) and use their calculators to figure out each chart. I will put charts on the board. (add help by teacher if necessary.) Rewards given for correct answers (for each group).

\* Work through the *talk it over* (a, b and c) part of the page. Have students work collaboratively to figure out how many 1000s are in the numbers. (DO NOT DO ANYTHING OTHER THAN A, B, AND C!) have the students begin to recognize the patterns in the chart. (10 times larger than the next) Do this by talking the questions over at their desks. Rewards given for correct answers.

\* Work through the *Make connections* portion and help students to understand the millions place by going over the standard form, word name, and expanded form. This will be a brief overview of the *Make connections* part.

\* Next, go through (all class together) numbers 1,3,5, and 7 on board at seats. (writing numbers in standard form and expanded form.)

\* For every right answer (or for every number that is in the correct place), kids (doing work on the board) will get rewarded with a piece of candy.

**For practice and evaluation:** *Students will write the answer to the math number form problems with at least 80 percent accuracy.*

Have students so problems 2 through 26 even and number 27.

**Materials needed:**

Candy (tootsie rolls)

Math text pages 24 through 27

Pencils, paper, chalkboard

## Lesson #1: Millions

This was the first lesson I taught during my practicum. I was excited to teach this lesson because it was a subject that I felt comfortable teaching and that I liked. I felt this lesson was a good example of INTASC principle five, Designs instructional Strategies. This was a lesson that promoted critical thinking, problem solving, and performance. The children were asked to think outside the box when they were thinking of large numbers, which promoted critical thinking. They were asked to problem solve and show their performance when they did the problems on the board and at their desks. I also felt this lesson met the requirements of INTASC principles 6, 7, and 8. Principle number six, which was "Communicates," was clearly met through the communication channel between the class and myself. Plans and Integrates, which was number seven, was met through the lesson planning I did before teaching the lesson. This lesson was next in line for the children to learn. Finally, evaluation, which is number eight, was met through the practice and evaluation on my lesson. The students were asked to do a number of problems at their desks and at the board. Rewards were given for correct answers.

Overall, I felt this lesson was an excellent method of introducing myself to the children by teaching something low-key, yet exciting. The students learned about millions and how it relates to everyday life. I believe that, because I made the topic relevant, the children were able to grasp the concept in a more effective manner. The children respected me from this point onward because I had fun with them while I was teaching them something useful.



# Evaluating a Single Teaching Experience

Student Teacher Tricia Stammen Lesson Observed: Math Time 9:20 AM  
 This document is NOT intended as a checklist, but rather a reference document and a reminder to observe specific INTASC behaviors.

**U = Unsatisfactory    B = Basic    P = Proficient    D = Distinguished**

	U	B	P	D
<b>CLASSROOM ROUTINES</b>				
Transitions between activities				
Smooth procedures for routines (passing papers, grouping students)		✓		
<b>INSTRUCTION</b>				
Objectives clear / stated for students		✓		
Motivational opening			✓	
Connects to background / prior knowledge		✓		
Well informed on subject			✓	
Meaningful activities			✓	
Modeling when necessary			✓	
Skillful questioning (lower-higher level)		✓		
Use of wait time		✓		
Frequent checks for understanding			✓	
Pacing of lesson			✓	
Concepts clarified & summarized (closure)		✓		
Gives explicit directions		✓		
Time on task			✓	
Monitoring, assessing, adjusting			✓	
<b>MATERIALS</b>				
Appropriate for lesson			✓	
Ready in advance			✓	
Use of manipulatives, visuals, equipment		✓		
<b>RELATIONSHIP WITH STUDENTS</b>				
Individual modifications made		✓		
Creates opportunity for participation of all			✓	
Effective discipline			✓	
Skillful movement around the classroom			✓	
Encourages students to take responsibility			✓	
Appropriate praise and encouragement			✓	
<b>PERSONAL CHARACTERISTICS</b>				
Well modulated tone of voice			✓	
Correct use of language (grammar, slang)			✓	
Appropriate attire		✓		
Enthusiasm and energy			✓	
<b>WRITTEN LESSON PLAN</b>			✓	

## EVIDENCE / COMMENTS

Good opening asking children to name a big number and giving example

Made children think of ways to find numbers.

Children were comfortable when mistakes were made.

Children were attentive and into the lesson. You gave good examples.

Praised the children often and when they did a good job.

Be sure to review what class knows before starting lesson.

Be sure to direct groups of children to get calculators rather than letting whole class go at one time.

Overall good lesson. You had a lot of enthusiasm. As you teach you will look for little details. Great for a first lesson. Good job!!

**REFLECTION:** What were the strong points of your lesson?  
 Did you meet your teaching objectives for this lesson?  
 How did you or will you assess student learning in this lesson?  
 What might you do differently if teaching this lesson again?

Evaluated By: Mrs. K. Lind Position: 4th grade teacher Date: 9-8-00

Tricia Stammen

Mrs. Lind

Fourth Grade

10/4/00

Reading

**Topic:**

Reading *The Great Yellowstone Fire* and understanding context clues

**I. Objective:**

Students will read the story aloud as a whole class (along with teacher, my self)

Students will answer questions relevant to the text with 100% accuracy.

Students will demonstrate their understanding of context clues by achieving at least 80 percent on the worksheet (students will use context clues to understand the story) following the story.

**II. Subject Area Standards:**

Reading

4.1.1 Read aloud grade level appropriate narrative text and expository text with fluency and accuracy and with appropriate timing, changes in voice, and expression.

4.2.1 Use the organization of informational text to strengthen comprehension.

4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

**III. Procedure**

*Introduction*

I will start by putting up an overhead with the story form page 49 in the workbooks.

I will read the story to the children aloud, then I will underline the words needed for the questions to be asked. (subdue, charred, barren, flourish, bounty)

I will then put the following questions on the overhead (uncovering each one as we discuss the answers to the questions) I will also leave the story on the overhead as we discuss the questions.

-What might you do to *subdue* a fire?

(you might pour water on it)

-What do *charred* stumps probably look like?

(burned and black)

-What might you see in a *barren* landscape?

(nothing, ashes)

-When living things *flourish* are they growing or are they dying? Why do you think so?

(They are growing. "Even though" and "Again" Suggest that the landscape is coming back to life)

-What word(s) could be used in place of *bounty* to mean the same thing?

(large amount)

After this, we will make a KWL chart (on the overhead involving Yellowstone National Park)

-First have children tell (when I call on them) what *know* about Yellowstone National Park. (I will write the responses on the overhead)

-Next I will write what the students say they *Want* to know.

-Then I will get the children into to story:

"Now that we have listed what we know and want to know, let's see if we can find the answers to our questions about forest fires in the story."

Then we will start reading the story aloud.

I will read the first five pages, then I will take volunteers to read.

Throughout the story, I will reinforce comprehension by asking the following questions:

*What conditions increased the risk of fire?*

*(buildup of fuel; hot dry weather)*

*Do you think the firefighters should have acted sooner?*

*(OPINIONS based on the reading)*

*How was Old Faithful Inn saved?*

*(Firefighters drenched it with water and foam; the sprinkler system went on)*

*How did the animals survive?*

*(They burrowed underground; stayed out of the fire's path)*

*What finally stopped the fire?*

*(Snow; moist weather)*

*What was the winter like for the animals as a result of the fire?*

*(They starved because of lack of food)*

*Was Spring any better?*

*(Yes, there was plenty to eat because plants grew and the animal population was reduced)*

*(I will ask these questions as the topic they pertain to appear in the reading selection)*

After reading, I will ask the children their opinions of the reading. I will call on the children who have their hands in the air.

After receiving opinions, I will go back to the KWL chart we still need to fill out. I will go over the knowledge points (done earlier) by reading them aloud to the class.

Then I will read each point on the "want to learn" section-we will check each one that was learned in the story. Any question that wasn't learned will be extra credit (for any student)

Then we will list the points/information we learned about Yellowstone National Park in the story. (writing on the overhead)

#### **IV. Evaluation/Assessment:**

After finishing the chart, I will have the students turn to page 50 in their workbook and complete the page and turn them into me. (As stated before, students need 80 percent or better on this worksheet.) By the end of this lesson, the students will have understood comprehension (by answering questions during the story), understood context clues (by the activities before and the worksheet after the lesson), and read the story out loud as a class.

#### **Materials:**

Workbook (teachers manual), Overheads, blank sheet of white paper

## Lesson #2: Reading

This was the first lesson I taught where my college professor observed me. Although it was very intimidating, I still felt confident that the children were going to perform well with this lesson. The lesson I had planned involved a number of activities, along with reading the story aloud as a class. Looking back, I think I could have helped more children by grouping them into threes for the reading. By doing this, I would have been able to reach more children through their reading styles and each child could go at it's own pace. No child would have been as intimidated as when they read with the whole group.

I felt this lesson was a good example of the INTASC principle, Manages and Motivates, number 4. While the children were reading as a large group, I walked around the classroom, as opposed to standing in one place, in order to ensure that every child was on task and paying attention. There were a couple instances where I had to ask questions to one particular student in order to let them know they needed to pay attention. I also felt this lesson was very motivating for the children. First off, they really enjoyed the story, which helped to move the lesson along. Secondly, they enjoyed the activities I had planned to correspond with the lesson. These two key elements allowed me to motivate the class to learn the material.

The students reached the goal I had set for them, which was achieving at least 80% on the worksheet on context clues. This was an example of INTASC principle number 8, evaluates. This wasn't so much of a formal assessment, considering we did some of the worksheet in class, but this allowed for me to see what the children learned from the lesson itself.

I really learned from this lesson; for instance I learned what not to do in the future and what worked well. This, I feel was the turning point in my practicum at St. Mary School. This lesson helped me to see that I did have the talent to teach. It also helped me to see that the children were able to learn through the way I taught. This lesson was also a very good example of reflection, which is INTASC principle number 9. I still reflect on this lesson today, even though it was done in October of 2000. I found what was useful in the lesson and what things I needed to improve upon. This was indeed a valuable lesson not only to the students, but also to me.

I decided it was time to buy a dog. First, I went to the pet store and looked at all the dogs. Second, I picked out a baby golden retriever. Next, I put the dog in a carrying cage and put him in my car. Then, I went to buy dog food. Finally, I brought the dog home and named him Azreil.

# OVERHEAD 1

Put cake mix, eggs, flour, and sugar into a bowl.

Stir the mixture.

Pour mixture into the cake pan.

Put the pan with the mixture in it into the oven.

Bake cake at 350 degrees for 45 minutes.

When the cake is done, take it out of the oven and eat it!



-What might you do to *subdue* a fire?

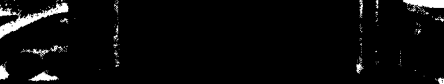
-What do *charred* stumps probably look like?

-What might you see in a *barren* landscape?

-When living things *flourish* are they growing or are they dying? Why do you think so?

-What word(s) could be used in place of *bounty* to mean the same thing?

Name \_\_\_\_\_



**1** Why is it unsafe to leave a campfire that is still smoldering?

**Sample:** A fire that is still smoldering could burst into flame again.

**(2 POINTS)**

## 2 What materials kindled the 1988 Yellowstone fire?

**Sample: Pine needles, dry branches, and grass kindled the fires. (2)**

### 3 Why was the fire scorching some trees but leaving others untouched?

Sample: The fire leapfrogged over the wilderness, scorching only parts of the forest. (2)

#### 4 What ignited the fire in Targhee National Forest?

**Sample: The fire was ignited accidentally by woodcutters. (2)**

**5** What finally stopped the Yellowstone fire from singeing even more land?

**Sample: Snow and moist weather stopped the singeing. (2)**

**6** How did the charred trees and plants help the forest grow back?

**Sample: Seeds from charred trees and plants provided food for returning wildlife. (2)**

**ASSESSMENT TIP: TOTAL 12 POINTS**

Firefighters did their best to *subdue* the flames, but the fire spread too quickly. In the end, only smoky and *charred* stumps remained where once great forests had stood. Even though the landscape looked *barren*, life soon began to *flourish* again.

New grass, shrubs, and trees provided a *bounty* of food for the animals.

# Know What I Mean?

Read the newspaper article about the Yellowstone fire. Use context clues to answer the questions.



firefighters did their best to subdue the flames, but the fire spread too quickly. In the end, only smoky and charred stumps remained where once great forests had

stood. Even though the landscape looked barren, life soon began to flourish again. New grass, shrubs, and trees provided a bounty of food for the animals.

1) What might you do to subdue a fire?

You might pour water on it. (2 POINTS)

2) What do charred stumps probably look like?

burned and black. (2)

3) What might you see in a barren landscape?

nothing, trees (2)

4) When living things flourish, are they growing or are they dying? Why do you think so?

They are growing; "even though" and "again" suggest that the landscape is coming back to life. (2)

5) What word or words could be used in place of bounty to mean the same thing?

large amount (2)

**Bonus** Choose two words and use them in sentences. Write the sentences on separate pieces of paper. Clearly show what each word means.

shriveled      detonated

# KNOW

- "Grizzlies" buffalo
- Old Faithful
- Snake River
- Wyoming
- Moose
- Lots of Trees
- Mountains
- Fire
- Deer
- Rabbits

# WANT

- Canyon?
- How old is it? How many years?
- How big is it?
- How did the fire start?
- When did the fire end?
- How did they come up with the name?
- Is there water shooting out....?
- How many mountains?
- How many animals?

# LEARNED

- \* Old Faithful Inn
- \* Old Faithful Village
- \* Fire burned for several months
- \* Volcanoes
- \* Lodgepole Pine Trees
- \* Steam/Hot Water shoots to sky
- \* Ended September 11
- \* Small animals dug burrows
- \* Large animals wandered away
- \* Black Saturday

# Evaluating a Single Teaching Experience

Student Teacher Tyca Shamon Lesson Observed: Reading Time 9:05  
 This document is NOT intended as a checklist, but rather a reference document and a reminder to observe specific INTASC behaviors.

U = Unsatisfactory B = Basic P = Proficient D = Distinguished

## EVIDENCE / COMMENTS

### CLASSROOM ROUTINES

Transitions between activities

Smooth procedures for routines  
(passing papers, grouping students)

### INSTRUCTION

Objectives clear / stated for students

Motivational opening

Connects to background / prior knowledge

Well informed on subject

Meaningful activities

Modeling when necessary

Skillful questioning (lower-higher level)

Use of wait time

Frequent checks for understanding

Pacing of lesson

Concepts clarified & summarized (closure)

Gives explicit directions

Time on task

Monitoring, assessing, adjusting

### MATERIALS

Appropriate for lesson

Ready in advance

Use of manipulatives, visuals, equipment

### RELATIONSHIP WITH STUDENTS

Individual modifications made

Creates opportunity for participation of all

Effective discipline

Skillful movement around the classroom

Encourages students to take responsibility

Appropriate praise and encouragement

### PERSONAL CHARACTERISTICS

Well modulated tone of voice

Correct use of language (grammar, slang)

Appropriate attire

Enthusiasm and energy

### WRITTEN LESSON PLAN

Be sure to revise if necessary and consistent. Can you think of ways to assess these comp while reading? you did with questions.

REFLECTION: What were the strong points of your lesson?

Did you meet your teaching objectives for this lesson?

How did you or will you assess student learning in this lesson?

What might you do differently if teaching this lesson again?

Evaluated By: Deane Bottomley

Position: Inspector

Date: 0-4-00

In your lesson plan be sure to describe what or the workbook pages (and attach a copy to your lesson plan).  
 Good idea to remind students to use context clues to help them figure out the meaning of a word. May want to ask students how they figured out the meaning of a word. - this can provide you with insight into their problem-solving abilities. (Also discuss what the paragraph meant so they see how understanding individual words enhances comp. of the paragraph. Good use of questions to elicit more responses during the KWL activity. Suggestion: May want to leave the list of questions visible while reading so students can refer to while reading to see if they've read info. to answer their questions.

Future lessons try to think ways to reinforce skills throughout lesson.

Words use context clues.



**Tricia Stammen**  
**Mrs. Lind**  
**Fourth Grade**  
**10/13/00**  
**Sequencing**

**I. Objectives**

Students will learn the importance of sequencing and demonstrate their understanding of sequencing through the board exercise, overhead exercise, game, and writing quiz. Students will achieve an 85% or better on the quiz.

**II. Subject Area Standards**

4.2.7 Follow multiple step instructions in a basic manual.

4.4.4 Use common organizational structures for providing information in writing, such as chronological order....

**III. Procedure**

- First, I will introduce the lesson to students by reading them a short paragraph (see attached paragraph)
- Then I will ask the students what words they see in the paragraph that help to know what order the tasks were done.
- Next, I will have six sentences on the overhead (all mixed up) (see overhead).
- I will have the students tell me (when called upon) what should go first, second, etc.
- Then, I will say, "I think this is the correct order, but is there some way we could make it flow so I would know what comes first, second, etc.?"
- Take answers from students with their hands in the air. (putting words like first, second, next, etc. in front of the sentences)
- I will have the students (when called upon) tell me sequencing words we could use in the sentences to help the passage flow better.
- Next, I will have 5 strips of paper in which I will read aloud to the children. (see Boardwork)
- I will then call upon one person to tell me which sentence I read should go first. I will then have them tape it onto the board. Then, call upon someone to put up the next sentence. Etc.

- After, the children finish this task, I will read the sentences we put on the board to them. (to make sure it sounds correct). Providing the sentences make sense, we will go on with the next task.
- Now, we will play a game. I will split the class into 3 groups of five people.
- Each person will receive one sentence. The object is to put their sentences in order and add words in form of their sentences to make it flow in order (first, second, next, etc.)
- I will check each one to make sure they are on task and the sentences make sense.

#### **IV. Evaluation**

To evaluate the students, I will have them write a story in which they have to use at least four sentences. They will have to use specific sequence words (first, last, etc.) in their paragraphs. Each student must achieve at least an 85 percent on this and whether they use the correct sequence and words to go with them.

#### **V. Materials Needed**

Sentences for overhead.

Sentences for chalk board.

Sentences for game.

## Lesson #3: Sequencing

This was the first lesson that I planned without using any resources. Mrs. Lind had asked me to do a lesson on sequencing and how to put things in the proper order, so I planned accordingly. As it turned out, the children really enjoyed the lesson, I enjoyed teaching it, and my partner teacher, Miss Rock, and Mrs. Lind enjoyed observing.

As you will note in the lesson, I included many different types of sequencing activities. I felt this was a good example of Designing Instructional Strategies, INTASC principle number 5. I designed each activity so that each child would have a chance to understand how to put things in the proper order, no matter how they did it. I also felt the activities I had planned were fun and enjoyable, as proved by everyone's interest. This told me that the children were learning while doing.

At the same time as this lesson promoted designing instructional strategies, I also felt the lesson showed that I understood the Content of the lesson, which is principle number 1. I designed a lesson that helped the children understand the central concepts of sequencing, the tools of inquiry for the lesson, and all together, the result proved meaningful for the children.

I also felt this was an appropriate evaluation method for the children, which falls under principle number 8. Since I used a team building evaluation method, the children had fun while learning. Also, the children learned from their peers while performing the activity. Overall, I felt this was a good lesson for the children because they really enjoyed themselves, along with learning about sequencing.

# Evaluating a Single Teaching Experience

Student Teacher TRICIA STAMMEN Lesson Observed: Sequencing Time 9:15 AM.  
 This document is NOT intended as a checklist, but rather a reference document and a reminder to observe specific INTASC behaviors.

U = Unsatisfactory

B = Basic

P = Proficient

D = Distinguished

	U	B	P	D
<b>CLASSROOM ROUTINES</b>				
Transitions between activities			✓	
Smooth procedures for routines (passing papers, grouping students)			✓	
<b>INSTRUCTION</b>				
Objectives clear / stated for students			✓	
Motivational opening			✓	
Connects to background / prior knowledge			✓	
Well informed on subject			✓	
Meaningful activities			✓	
Modeling when necessary			✓	
Skillful questioning (lower-higher level)			✓	
Use of wait time			✓	
Frequent checks for understanding			✓	
Pacing of lesson			✓	
Concepts clarified & summarized (closure)			✓	
Gives explicit directions			✓	
Time on task			✓	
Monitoring, assessing, adjusting			✓	
<b>MATERIALS</b>				
Appropriate for lesson			✓	
Ready in advance			✓	
Use of manipulatives, visuals, equipment			✓	
<b>RELATIONSHIP WITH STUDENTS</b>				
Individual modifications made		✓		
Creates opportunity for participation of all			✓	
Effective discipline			✓	
Skillful movement around the classroom			✓	
Encourages students to take responsibility			✓	
Appropriate praise and encouragement			✓	
<b>PERSONAL CHARACTERISTICS</b>				
Well modulated tone of voice			✓	
Correct use of language (grammar, slang)			✓	
Appropriate attire			✓	
Enthusiasm and energy			✓	
<b>WRITTEN LESSON PLAN</b>			✓	

## EVIDENCE / COMMENTS

Good beginning. Students were interested immediately

Your indicating words were appropriate examples for what the class was going to learn.

Sentence strips on overhead - good idea

You used commas in appropriate places when writing the order words. This was a good example for children

The activity for the children to order (put in sequence) sentences was very good. All of the children were involved.

Writing a paragraph using sequencing words was a good assessment activity.

This was an excellent lesson. You are becoming very comfortable with the children. The class can tell you like what you are doing.

**REFLECTION:** What were the strong points of your lesson?  
 Did you meet your teaching objectives for this lesson?  
 How did you or will you assess student learning in this lesson?  
 What might you do differently if teaching this lesson again?

Evaluated By: Kathy Lind Position: 4<sup>th</sup> grade teacher Date: 10-13-00

Tricia Stammen

Mrs. Lind

Fourth Grade

11/20/00

Social Studies

News Report

**Objective:** Students will be able to recite information about a specific topic from the social studies text book as a news report. Student's accuracy will be 100 percent correct.

**Standard:**

4.1.1 Read aloud grade level appropriate narrative text and expository text with fluency and accuracy and with appropriate timing, changes in voice, and expression.

4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.

4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.

4.7.12 Make informational presentations.

**III. Procedure:**

- \* Ask students, "How many of you have ever watched the news?" (count hands)
  - "In each newscast, there are different people with different jobs. What are some of these jobs that they have? (anchor, weatherman, sportscaster, reporter.) Today, we are going to start the process of making our own news with our social studies book.
  - Everyone will have their own job to do. We will tape the final process on Wednesday"
  - Tell students to open up their social studies books to chapter 1.
  - "As a reporter, your job would be to report the basic facts of the story, with an appropriate beginning and ending."
  - "Let's read the *Ice Age* section of chapter 1 on page 13. I will read aloud to class.
  - Afterward, I will ask the students to list the main points of the section. (Ice Age began two million years ago; Ice and snow covered Indiana for many years; Glaciers spread out over Indiana. They slid across the ground and scraped up soil and rocks. The glaciers then carried these rocks and the soil to the south.)

- After we have these facts, we would put these facts into an informative story as a newscast (overhead)
- Now I will explain and assign the jobs. The jobs are as follows: anchorperson, news reporter, sportscaster, weatherman, and fast facts girls.

#### **SPECIAL ASSIGNMENTS:**

- Anchors: you will look at every single section that is reported and write a lead in for the story: I will do the first one with them.
- Weathermen: find what the weather will be on Wednesday (watch the weather channel) and you will write a report on the weather (Give a detailed report for Wednesday and a brief report for Thursday and Friday)
- Sportscasters: find the important information on the sections assigned
- Fast Fact Girls: report on your story the same as the reporters do, but you are cheery and your reports are shorter.
- Reporters: you will take your assigned story and read it, then find the important facts and write a story on it.
- ON WEDNESDAY, EVERYONE WILL "REPORT" THEIR NEWS. Make sure to watch the news between now and Wednesday so that you can know how to present your news!
- For the rest of the time, I will have the children working in their assigned sections on their news reports.

#### **IV. Evaluation**

I will evaluate the students on Wednesday, November 22 when we will film the actual news. Each student's report will be completely accurate and the students will be able to give a newsworthy report.

#### **V. Materials**

\* video camera, Social Studies book